

**TEACHING WRITING NARRATIVE TEXT BY USING ROUNDTABLE
TECHNIQUE AT THE FIRST SEMESTER OF THE TENTH GRADE OF
MA KUDUS PENAGAN RATU IN THE ACADEMIC YEAR 2020/2021**



A THESIS

Submitted as a Partial Fulfillment of the Requirements for S1-Degree

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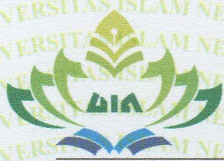
ABSTRAK

According to preliminary research, it was found that tenth grade students of MA Kudus Penagan Ratu got difficulties on their writing narrative text ability such as unable to express their idea, unable to develop the text, got difficulties in identifying the generic structure, did not have interest in writing, and lacked in vocabulary. Therefore the researcher interested to conduct research entitled Teaching Writing Narrative Text of using Round Table technique toward the students' writing narrative text ability at tenth grade of State MA Kudus Penagan Ratu.

The purpose of this research was to describe the roundtable implemented by the teacher in writing narrative text of the tenth grade and the student activities during the implementation of roundtable technique. The research problem were; (1) How does the teacher teach the students using Roundtable Technique in teaching writing narrative text at tenth grade of MA Kudu Penagan Ratu? (2) How are the students' contributions during the application of Roundtable Technique in teaching writing narrative text at tenth grade of MA Kudus Penagan Ratu?. This research used narrative qualitative research. The subject of this study was the English teacher of tenth grade and the students of X IPS 1. The data collection methods were observation and interview. The data were analyzed trough data reduction, data display, and conclusion drawing.

The result of this research revealed that: (1) The teacher teach based on roundtable technique during teaching writing narrative text and improve the theory by mixing the theory was makes active contribution each student in group. (2) The students' follow the teacher's instruction; make and sit in a small group, each group receive a work sheet and an answer sheet, circulate the answer sheet in turn that makes contribution becomes more active in group discussion cooperatively and they have responsibility with their work personally. Hence, the others teachers can used roundtable technique as one of their teaching technique in writing.

Keyword: Narrative Text, Round Table Technique, Writing



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DECLARATION

Hereby, I state this thesis entitled “Teaching Writing Narrative Text by Using Round Table Technique at the First Semester of the tenth Grade of MA Kudus Penagan Ratu in the Academic year of 2020/2021” is definitely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.

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MOTTO

نَّ وَالْقَلَمِ وَمَا يَسْطُرُونَ

Nun, By the pen and that which they write (therewith)¹

(Q.S. Al-Qalam : 1)



¹ Abdullah Yusuf Ali, *The Meaning of the Holy Qur'an*, (Maryland: Amana Publications, 2001), p. 181.

DEDICATION

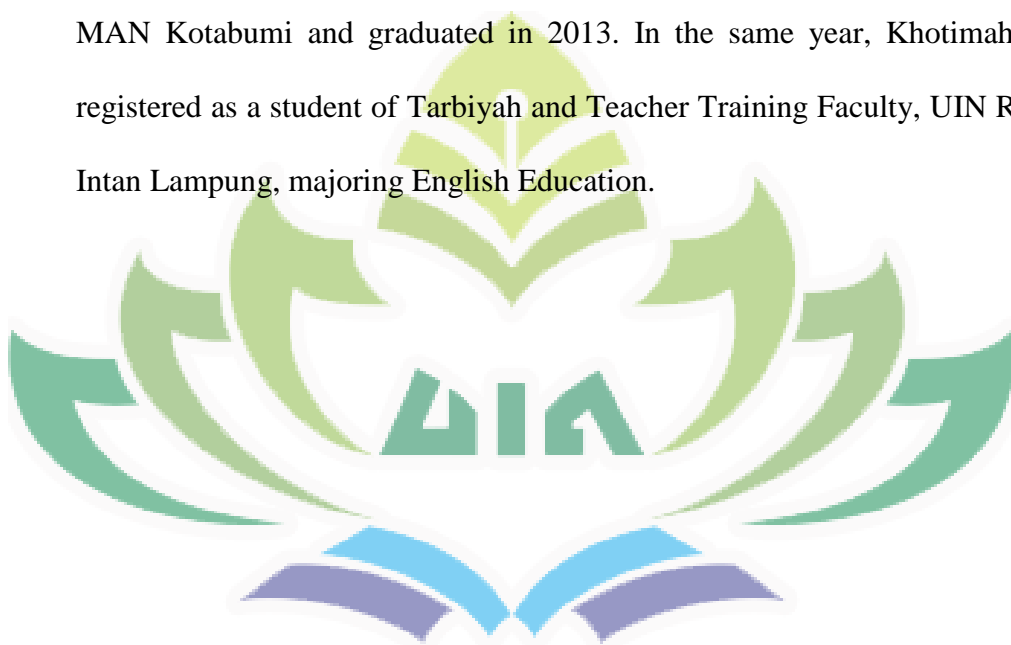
This piece of work is dedicated to:

1. My beloved mother Mrs.Katijem who always support and love me. And for my Father Mr. Sumarno who never I will forget your love.
2. My beloved for All My Brothers and Sister especially, My Young Sister Riyani and Young Brother Niko Saputra.
3. My beloved All Teacher of MA Kudus Penagan Ratu who always support me.
4. My beloved Friends Melisa Hertika Putri, Riki Putri Kharisma And Soon big thanks for your support and always accompany me.
5. My Almamater of University of raden Intan Lampung (UIN Lampung).



CURRICULUM VITAE

Khotimah was born in Candimas on October 04th, 1995. Khotimah is the seventh child of eight brothers from Mr. Sumarno and Ms. Katiyem. Khotimah has four brothers and four sisters. Khotimah started her study at SDN 5 Candimas and graduated in 2007. After that, Khotimah continued to MTS Qudsiyah Kudus and graduated in 2010. Then, Khotimah continued at MAN Kotabumi and graduated in 2013. In the same year, Khotimah was registered as a student of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung, majoring English Education.



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- Aamiin

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CHAPTER I INTRODUCTION

A. Background Of The Problem

Talking about learning English, is not only talking about speaking, listening and reading, but also writing. Because in learning English, students use both speaking and writing in order to communicate to another. In writing a sentence or text, the students have to focus on the rules of writing like as topic of paragraph, body of paragraph, conclusion of paragraph and so on.

As we know that, writing is important to learn because writing is one of the important ways of expressing our thoughts and communicating ideas. Writing is not an easy activity to master the writing is not easy too. In line with this idea, Saddler in Westwood remarks that, a good writing is not only a hard work; it is an extremely complex and challenging mental task.² It means that to understand and to master the writing need hard work and mental readiness as the helping to take a part in the world of writing. According to Spratt, et al, writing is one productive language skills which deal conveying message with the use of graphic symbols.³ According to them, writing is an activity to communicate one's ideas by using letters, words, phrases, and clauses to form of series of related sentences. This definition shows that writing is conveying a message through written text. In other words, the writing is a communication between a writer or a reader with the use of printed symbols.

² Peter Westwood, *What Teacher Need to Know about Reading and Writing Difficulties*, (Victoria: Acer Press, 2008), p.57.

³ Spratt M, et al. *The TKT: Teaching Knowledge Test Course*, (Cambridge: University Press, 2005), p.26.

To evolve student ability in spreading the information in English, writing could be used as a media. In line with Harmer that states students should be successful in mastering in language which they have been studying with doing more practice through writing because it can help students to convey and share ideas and opinions.⁴ Furthermore, people today communicate in writing by using various ways such as email, letter, chatting, SMS (Short Message Service), etc. These activities can be considered as good media to build students writing habits and encourage them to sharpen their writing ability, so students can freely share and convey their ideas.

In conveying and sharing ideas or opinions, it is good to understand the types of the texts used by the writer. There are many kinds of the text such as recount, procedure, report, explanation, narrative, news item, etc. According Calfee and Drum in Susan stated that narrative are stories. Stories generally tell 'what Happened', who did what to whom and why.⁵ Hence, narrative text is text that tells about story or event that happened in the past time. Narrative text can be fiction and non-fiction story. There are some kinds of narrative text. There are adventure, fairy tale, fantasy, fable, myth, legend, and etc. Writing narrative could be easy because students write a story based on the experience or their imagination, but some students still feel difficult in writing a narrative text.

⁴ Jeremy Harmer, *How to Teach English New Edition*, (New York: Pearson Education Limited, 2007), p, 112.

⁵ Susan Dymock, "Comprehension Strategy Instruction: Teaching Narrative Text Structure Awareness" *journalThe Reading Teacher* , Vol.61 no. 2 (October 2007),p.161.

In fact, when the writer visited at MA Kudus Penagan Ratu, the difficulty in writing is perceived by students. There are some problems that occur when students write. For Instance, they do not have idea and did not have motivation to write due to their limited range of vocabulary, they cannot recognize and improve a sentence or paragraph correctly. As result, students need to spend so much time to finish their writing and may not be able to continue their writing. Moreover, those problems really give bad effect toward students writing result. Some students get a score which is under the minimum requirements.

There are some strategies in teaching writing. One of the cooperative learning techniques that can apply in writing class is Round Table Techniques. According Harms and Meyers, Round Table consist of small groups of five students, which each student having a specific role. These roles rotate among students throughout the semester, allowing students to practice each role.⁶ It can lead students to be active and responsible in their group. So, each member of the group is resposible for instruction given. Moreover, according to Kagan, Round Table technique is learning technique where the students take turn in their team by generating their responses, solving problem, or making a contribution to a project.⁷ It means Roundtable Technique not only can

⁶ Emily Harms and CeAnn Mayers, "Empowering Students Through Speaking Round Tables". (*Journal of Language Education in Asia*, Vol.4 (2013).

⁷ Spencer Kagan and Miguel Kagan, *Cooperative Learning*, (San Clemente: Kagan Publishing, 2009),p.6.31.

improve students interpersonal skill like team bulding and social skill but also can improve academic skill like knowledge building and thinking skills.

So, the round table here refers to the technique that is used in a relay way. Round table does not refer to the form of the table it should be in round, but it can be any shape. Based on the Syllabus, in senior high school, writing can be applied in a group work because they still in training level, so they had done in a group practice form. It is on a line with BSNP (Badan Standard Nasional Pendidikan) 2006, communicative competences are having discourse abilities; they are comprehending oral and written texts and producing oral and written texts to reach student Minimum Achievement Criteria (KKM). Based on the observation that conducted at X IPS 1 class of tenth grade of MA Kudus Penagan Ratu that using round table technique, it was describe how the way of round table application on writing narrative text. The findings of the observation research show that roundtable technique made the students' writing skill getting better. It means that the use of roundtable technique in teaching writing can affect the students' writing skill. Based on an observation done by writer in tenth grade of MA Kudus Penagan Ratu, it was found that the teacher who thought the students using round table technique could be overcome the student's problem in writing narrative text, improving their idea and being more active in learning process and made their achievements were increase. The importance of teaching writing through roundtable is that the students' can share what information they know with

the other friends, they can help the other friends to make good paragraph and students' understand the material better and they have responsibility with their work.

Based on the background above, the writer is interest in doing a proposal entitle: *“Teaching Writing Narrative text by Using Roundtable Technique at the First Semester the Tenth Grade of MA Kudus Penagan Ratu”*.

B. Identification of the Problem

Based on the background of the problem, the identification of problem in this research are:

1. There are many techniques in teaching and learning of English language, but not every technique of teaching is effective for students in writing text.
2. Students are not capable to make good writing. The reason they can not make it because they get difficulties in brainstorming ideas of what they are going write and then students' motivation in writing is poor.

C. Limitation of the Problem

Based on the problem, the research is limited in teaching writing narrative text by using Roundtable technique. It will be conducted at the first semester of the tenth grade students of MA Kudus Penagan Ratu.

D. Formulation of the Problem

Based on the statement above, the writer formulates the problems are

1. How was the teacher teach the students using Roundtable Technique in teaching writing narrative text at tenth grade of MA Kudus Penagan Ratu?
2. How were students contribution in writing narrative text taught by using Roundtable Technique of the tenth grade students of MA Kudus Penagan Ratu?

E. Objective of Study

The objective of this study as follow:

1. To know the teacher teach the students by using roundtable technique to teaching writing narrative text at tenth grade of MA Kudus Penagan Ratu.
2. To Find out students contribution during the application of Roundtable Technique in teaching writing narrative text at tenth grade of MA Kudus penagan Ratu.

F. Benefits of the Study

The result of this study provides useful information for:

1. English teachers.

The result of this study can be useful information about teaching technique which may improve the way of their teaching in their Senior High School. Moreover, they can apply this technique in teaching writing narrative text in classroom.

2. The students.

It can be useful to stimulate the students on writing a narrative text by using roundtable technique in order to involve themselves of the writing with enthusiasm. Besides, the technique is also expected to make student easier in delivering and organizing their ideas and opinions.

3. Next reseacher.

This reseach will be a source for those who one to raise the similar case. From this research, they can obtain some basic information about roundtable technique, writing and narrative text. Therefore, it will be guidance for the to describe and explain some prosedures of the research part by part.

CHAPTER II REVIEWS OF RELATED LITERATURE

A. English As A Foreign Language

Language is one of many languages in the world. There are some doubts as to its future, but even in the present it is worth countering the idea that is an all-embracing world language. There are many more people in the world, especially in Indonesia, who do not speak English than there are people who do. Therefore, English language teaching has an important role in improving language ability.

Harmer describes that teaching means to give (someone knowledge) or to instruct or to train (someone).⁸ It is understanding certain ethical task or activities the intension of which is to induce learning. Therefore, English language teaching means that the teacher gives some knowledge about English so that they can use English well anywhere.

The role of an English teacher in Senior High School is very important because he/she has task to develop the material and technique in teaching in the classroom in order the students can master English well.

The teacher need to have special; training or education to have knowledge to prepare a good lesson, provide appropriate resources to learn, and so on. In other words, a teacher with good educational background logically has chance to be a good facilitator. Good environment and media also support the success

⁸ Jeremy Harmer, *How to Teach English*, (Harlow: Pearson Educational Limited, 2007), p.57.

of language teaching. Therefore the teacher must create a good condition and make his/her teaching interesting for them and be very helpful to encourage them to learn English.

B. Concept of Writing

There are several definitions given by linguists about writing. According to Flynn and Sainthorp, writing is used by writers to translated their ideas into words on the page so they can communicate their ideas to the other people.⁹ It means that writing is a way of communicating and sharing one's idea to the other people through a written language.

1. The General Concept of Writing

Writing is one of the most significant cultural accomplishments of human being. It allows us to record and convey information and stories beyond the immediate moment.¹⁰ Writing allows us to communicate at a distance, either at a distant place or at distant time.

Writing is not only something you need to do for your school work. Writing is a skill that has practically universal uses: it will help you complete all sorts of task with greater ease. For example, writing will help you do better on school assignments, send funnier text messages to your friends, write nicer

⁹Naomi Flynn and Rhona Sainthorp, *The Learning and Teaching Of Reading and Writing*, (West Sussex: Whurr Publisher Limited, 2006), p.34.

¹⁰ Henry Rodgers, *Writing Systems: A Linguistic Approach*, (Oxford: Blackwell Publishing, 2005), p.1.

thank-you notes to your grandparents, and get a better job (and keep it) when you grow up and have to start working.

Writing is a process of discovering and shaping meaning. Experienced writers rarely gather and understand immediately all the information they need.¹¹ From the definitions above, writing needs a process which must be surpassed by the writer. And Writing is tools of human beings to share information or stories to others because someone can read it by several times.

Writing is not only just talking about the post, but also the process of writing that would make a lot of writing that makes people interested. The essential, writing will need a long process from the planning, drafting, writing, and revising.¹² This process can be done by anyone, especially students. The stages of writing process is to help students in learning writing, so if they have already followed the writing process they will be able to acquire and be able to make a good writing.

2. The Purposes of Writing

According to Braine and May defined four common purposes in writing, there are; writing to inform, writing to explain, writing to persuade, and writing to amuse others. First, writing to inform purposed to educate the readers about a topic of which of which we have some knowledge. Writing that provides interesting details and facts to hold an audience's attention. It

¹¹ *Junior Skill Builders: Writing in 15 minutes A Day*, (New York: Learning Express, 2008), p.1.

¹² John Langan, *English Skill: Eight Edition*, (New York: McGraw Hill Higher Education, 2006), p.20.

means that writers share interest knowledge to readers knows. Second, writing to explain is to describe the topic which was not clearly becomes more under stable, by using examples or other facts. In other words a writer takes what is unclear and makes it clear. Then, writing to persuade is more demanding and more ambitious than many other types of writing. It means that writers convince the readers to accept the ideas. The last, Writing to amuse other means someone who uses language and established forms well express his or her point of view.¹³ It is writing to entertain and give the reader something to enjoy.

When people are going to write may think that the purpose of writing a paper is to complete the assignment or to get a good grade. However, these purposes do not tell someone what to do in their paper. They might try asking themselves brief question to increase the flow of purposes: what do i want to tell the readers? Why am i writing this? What do i hope to accomplish? Who will read this?

3. The Process of Writing

Prewriting id the first stage the writing process is a time of discover you unearh ideas.¹⁴ In other words, prewriting is any activity designed to help students generate or organize their ideas before writing. The prewriting methods discussed thus far are designed to get you started: to generate ideas,

¹³ George Braine and Claire May, *Writing From Sources: A Guide for ESL Students*, (California, Mayfield, 1996), p.141.

¹⁴ John Langan, *Loc, Cit*, p.20.

to recall facts and anecdotes, to realize patterns.¹⁵ However, these activities are preliminary before write a draft; need to establish a structure for an essay. It also help writer to generate ideas and allows the writer to see the connections among those ideas. Second step is drafting. Drafting is making draft of the goal to state main idea clearly and develop the content with plenty of specific details. In addition, an essay gets stronger as the drafting process continues. As the essay evolves and develops, the writer also gets more and more invested in the process and its outcome.¹⁶ No one is able to write a perfect first draft, even people who tend to write very strong first draft essays realize the need for revision and redrafting. Then, revising is rewriting a paper, building upon what has already been done, in order to make it stronger.¹⁷ The last step is editing. Editing is the stage where the students are engaged in tidying up their texts as they prepare the final draft for evaluation by checking a paper for mistakes in grammar, punctuation, usage, and spelling.¹⁸

4. The Problems of Writing

Writing is not easy. An experienced writer will often over a single paragraph for more than a n hour-not counting the thought and research that went on

¹⁵ Donald Pharr and Santi Buscemi, *Writing Today: Contexts and Options For The Real World-Brief Edition*, (New York: McGraw Hill Companies Inc, 2005), p. 40.

¹⁶ *Ibid*, p. 43.

¹⁷ *Ibid*, p. 29.

¹⁸ Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching (An Anthology Of Current Practice)*, (Cambridge: Cambridge University Press, 2002), p. 319.

before the actual writing.¹⁹ Therefore, many problems faced by teachers and students.

The first problem is “the less proficient writer” problem.²⁰ Less proficient writers jump the process of writing by skip the prewriting strategies to generate ideas. Students might take much time to write down their ideas. The suggestion for this problem is teacher should teach less proficient writers the writing process. Teachers also need to give full attention to them, to show them how to plan a piece of writing through prewriting activities.²¹ The second problem is “I can’t write English” problem. Students usually give up toward writing and believe that they cannot write. The solution is teachers should apply the writing process to the students. Teachers can lead students through prewriting, drafting, and revising activities. By doing this, students can see that writing is indeed a process of development that takes time and effort. The last problem is “teacher response” problem. Writing teachers often spend many hours reading and marking student’s paper. The suggestion for this problem is teachers can work with students on developing their written work through student-to-student conferences.²²

¹⁹ James C. Raymond, *Writing is Unnatural Act*, (New York: The Murray Printing Company, 1980), p.153.

²⁰ Jerry G. Gebhard, *Teaching English As A Foreign or Second Language (2nd Edition)*, (United State Of America: The University Of Michigan, 2006), p. 223.

²¹ *Ibid*, p. 224.

²² *Ibid*, p. 226.

C. Narrative Text

1. The Understanding of Narrative Text

The narrative paragraph can be fun to write because tell a story or relate an event. Narrative has a beginning, middle and an end. Anytime you go to a movie or read a fiction book, you are looking at narrative. Narrative text often describes events from the writer's life. According to narrative text describe a sequence of events, or tell a story, in another word, narrative text is describing an experience. The logical arrangement of ideas and sentence of narrative text chronological-according time order.

According to Crystal "a narrative text is a story that is told conveyed to recipient and his telling requires a medium, it is converted into sign."²³ Refers to Bal "a text that not consist solely of narration, in the specific sense. In every narrative text, one point can to passage that concern something other than the narrator which is directly connected with the event, a description of 10 faces, or of a location".²⁴ From those experiences that students have, they can easily tell their story in from of narrative text.

Narrative could be an easy text to write because the contents are followed a chronological order of a story. As stated by hedge, the organization of ideas in narrative text is easy because it follows chronological sequence, so

²³ Crystal David, *A Dictionary of Linguistic and Phonetic*, (USA: Blackwell Publishing, 2008), p.481.

²⁴ Mike Bal, *Narratology (Introduction To The Theory Of Narrative)*, (Canada: University of Toronto Press Incorporated, 2009), p.9.

narrative is different from other types of discourse and it is recommended for writing.²⁵

Moreover, Smalley stated that narrative paragraph is used to tell a story and share someone's experience in which usually chronological events are organized well from what happened first until what happened last.²⁶ The experience could be an experience occurred in the past. Narrative story is begun by introducing the characters in story and setting. Then, sequence of events is written in the middle of story plot then it is ended by resolution as a problem solving of the conflict that happened in the story.

Furthermore, Masiello stated that narrative considers as a good text which is useful for students to describe specially about a picture of critical elements that build a story such as setting, character, sequence of events, and resolution.

From the statements above, it can be concluded that narrative text can be said as a text which is used to tell a chronological of fiction story or personal experience that might be happened to whomever in the past. Narrative is supposed to be a useful text to encourage students especially at school who want to practice writing. Through narrative text, students can be more creative because they write based on their imagination. On the other hand,

²⁵ Tricia Hedge, *Writing: Resources Books For Teachers*, (New York: Oxford University Press, 1988), p.118.

²⁶ Regina L. Smalley, Marry K. Rutten, & Joann Rishel Kozyrev, *Refining Composition Skills: Academic Writing and Grammar 6th Ed*, (Boston: Heinle Cengage Learning Inc, 2012), p.45.

students could write a narrative story based on a story they ever heard, watch, or read before.

Chatman classified narrative text into four basic elements as follows:²⁷

a) Characters

In every story, there must be characters that play in it. There are two characters take place within a story. They are main characters and secondary characters. Character is the single most important element in the narrative text. It describe physical of the character such as age, weight, height, even personality traits including the strength and weaknesses.

A character is the most important part in the story which will be more focus in it. He or she plays the role of the story.

b) Settings

Settings are what author writes to describe the reader where and when the story take place. The setting addresses the location (where) and period (when) of the story whether the story tells a reader among realistic, historical fiction or fantasy.

c) Plot

The plot includes a series of episodes or events written by the author to hold the reader's attention and to build excitement as the story progresses. The plot contains an initiating event, starting the main character of the series of events toward problem solving. A good writer will be as an actor of the story itself.

²⁷ S. Chatman & B. Attebery, *Reading Narrative Fiction*, (New York: McMillan, 1993), p, 23.

d) Conclusion

The writer ends up the story by summarizing and telling the solution of the problems in the story. This last part is called by conclusion.

2. The Purpose of narrative Text

People write a narrative story might be just for pleasure, to attract and get the reader's interest through the story. Besides, they like to write any kind of story due to they want to reflect their own experience and think that the readers may have similar with the story that written by the writer. It is in line with Barbara that stated, "some purposes of narrative are: to entertain, to express feelings, to relate experience, to inform something happened with someone, to inform something which can teach a lesson to the reader, and to persuade". Based on the book *The Student Writer* by Barbara fine clause, she stated there are five purposes of narrative text which are to entertain, to express feelings, to relate experience, to inform and to persuade.²⁸

From the statement above it, it can be concluded that narrative has several social functions such as to amuse, to entertain, and to deal with actual experiences in different ways; narrative deal with the fiction story that can entertain the readers as well.

²⁸ Barbara Fine Clouse, *The Student Writer: Edition and Critic 7th Edition*, (New York: McGraw Hill, 2006), p.186.

3. The Schematic Structure of Narrative Text

In constructing text, the writer should follow several steps that are commonly used to create a narrative story. The elements of them are as well served as a guideline in reading a text for students. They are:²⁹

a) Orientation

This part is commonly mentioned in the first paragraph, it can be called as an introductory part of a story. The narrator let the readers know where and when the story takes places and who are involved in the story called as characters. Every event must be supported by some characters which participated in such as beautiful, helpful, selfish, faithful, etc. In the part of orientation, students could mention not only adjectives which belongs to the characters but also physical characteristic such as; weight, age, height and so forth.

b) Complication

In this part, narrator tells us about something that will begin in a series of event. This event will influence toward one or some characters. The complication is a trigger.

c) Sequence of events

This part is where the narrator explained about how the characters react to the complication. It includes their feeling and what they do. The event can be told

²⁹ Santi S. Buscemi, *A Reader for Developing Writers*, (New York: McGraw Hill, 2002), p.341.

in chronological order (the order in which they happen) or with flash backs.

The audience is given the narrator's point of view.

d) Resolution

This part can be found in the end of the story. The narrator finishes the story by giving readers and listener about a problem solving of complication or the complication is sorted out.

e) Coda

The narrator will put together a coda in the text if there is a moral value or message from the story which could become as learning for both the readers and listeners.

4. The Language Features of Narrative Text

There are several language features which are commonly found in the narrative text:³⁰

- Noun which identify characters and place in the story.
- Time words that connect event, telling when they occurred.
- Verbs that show the actions that occur in the story.
- Adjectives that provide accurate descriptions of characters and settings.

³⁰ *Ibid*, p. 8.

In this following is the example of language features of narrative text which still connected with the story presented above.

D. Understanding of Roundtable Technique

1. Definition Cooperative Learning

Richards and Rodgers say that cooperative language teaching (CLL) is a part of more general instructional approach as known collaborative learning (CL). Cooperative learning is an approach which use the maximum of grouping activities which involving pair and group learners in classroom.³¹

Cooperative learning is method which uses student interaction to achieve the goal learning. Based on Freeman stated that cooperative learning essentially involves students learning from each group from each other group. The main point of cooperative learning is teamwork. Students learn their material. They find and solve the problem of material in group.³²

Based on the Gillies say to cooperate learning is designed and implemented to develop social strategies and acceptable social attitudes in students, and to improve social relation within and between groups.³³ In addition, there is a large cluster of cooperative learning models aimed to cognitive development. Sometimes cooperative learning is directed a both the social and cognitive side human development. There is a yet third, more comprehensive

³¹ Richards J.C. & Theodore S. Rodgers, *Approach and Methods in Language Teaching*, (Cambridge: Cambridge University Press, 2001), p.192.

³² Diane L. Freeman, *Teaching and Principles in Language Teaching*, (New York: Oxford University Press, 2000), p.164.

³³ Robyn M. Gillies & Adrian F. Ashman, *Cooperative Learning: The Social and Intellectual Outcomes of Learning in Group*, (New York: Alliance For Excellent Education, 2003), p.54.

perspective, one that is not necessarily in contrast to the social and the cognitive aims of cooperative learning.

Johnson and Holubec in Richards and Rodgers mention that cooperative learning sought to do following:

- a. Raise the students' achievement.
- b. Help teacher to build student positive relationship among students through group discussion.
- c. Give the students experiences for cognitive development, healthy special, and psychological.
- d. Change competitive organizational structure with a team based and high performance organizational structure.³⁴

2. Roundtable Technique

Roundtable is one technique cooperative learning. Roundtable focus on group work. Kagan in his book entitled *Cooperative Learning* highly to recommends using roundtable to improve interpersonal skill like team building and social skill, however, also academic skill like knowledge building and thinking skills.³⁵ On the other hand, roundtable technique also recommended to improve communication skills, procedure learning and processing info. In roundtable the students take turn generating written responses, solving problem or making contribution project.

³⁴ Richards J. C. & Theodore S. Rodgers, *Loc, Cit*, p.192.

³⁵ Spencer Kagan & Miguel Kagan, *Loc, Cit*, p.6.24.

The rules of roundtable are the teacher will provide a task to which there are multiple responses and provides think time. Students take turn passing a paper or pencil or a team project, each writing one answer or making contribution of this project. After the time is finish, the students and the teacher will discuss it together.

Based Barkley, Cross and Major roundtable is a technique where the students take turn responding to prompt by writing one or two phrases before passing the paper along to others who do the same. It is written version of roundtable brainstorming. It can lead the students to be active and responsible in their group. So, each member of the group is responsible to give an instruction.

Roundtable technique is useful technique to use in writing activity. It can be technique which helps students to brainstorm their idea or their thoughts about the topic and review it in group. Students have to be active and follow the rules of the activity. It is also can be active in the classroom. In this technique, students do not listen the teacher's explain all the time; they also have to explore their ideas and participation in their group. It will expect to give different atmosphere in teaching learning can motivate students to follow the lesson well.

Procedure of doing this activity (roundtable):

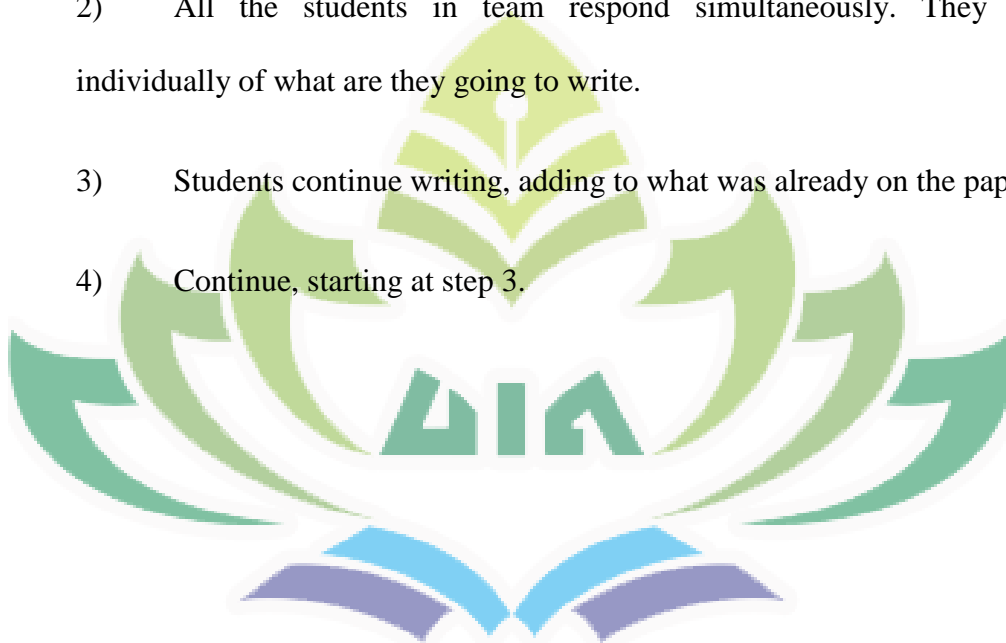
- In teams, students simultaneously generate responses, in this activity the students will be asked to write the general idea of the story given based on the

picture for each group, the pass their list or product clockwise, so each teammate can add to the prior responses.

- Set-up: paper and pencil per team.

- Steps:

- 1) The teacher assigns the topic.
- 2) All the students in team respond simultaneously. They think individually of what are they going to write.
- 3) Students continue writing, adding to what was already on the paper.
- 4) Continue, starting at step 3.



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